

**De Anza College**  
**ICC Task Force: Critical Thinking**  
**Meeting Minutes**  
**6/28/2012**

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**Attendees:**

- Ryan Dickson
- Coleen Lee-Wheat
- Hua-Fu Liu
- Piper McNulty
- Mary Pape
- Toño Ramirez
- Bob Stockwell

**Discussion:**

Our conversation suggested that it was a bit overwhelming for each team member to review all of the submissions collected at the April SLO convocation, but that some patterns/tendencies did seem to emerge:

1. Several submissions indicated confusion about what was meant by 'emerging' critical thinking skills. This term was originally intended as a euphemism for a student performance that was beneath acceptable standards, but many of our faculty seemed to think that it referred to 'very good' demonstrations of critical thinking skills. We concluded that an alternative set of descriptors will be necessary for our final rubric.
2. Responses across disciplines revealed some common 'critical thinking' criteria that faculty are looking for, including
  - "Deep" vs "superficial" readings/interpretations of texts, situations, and data
  - The ability to not only 'parrot' information provided by the instructor, but to identify novel problems/questions, as well as novel solutions to problems/questions
  - The ability to provide *consistent* arguments/reasons for views (vs. simply asserting one's own opinions)
  - The ability to understand/identify the views of others (vs. the inability to 'move beyond' personal beliefs and preferences)
3. Our discussion made clear the difficulties that delegating a subset of CT criteria will be the most efficient way to develop our rubric, and to begin thinking about our assessment tool.

**Action:**

Our rubric for critical thinking criteria will be divided into three classes of evaluation, with a scale of numbers corresponding to each: "Above Level" (5), "At Level" (3-4), and "Below Level" (1-2).

Team members will be randomly assigned three of the critical thinking criteria listed in the ICC description, and asked to identify behaviors/adjectives/adverbs characteristic of each class. Assignments are posted at the end of this document.

Responses will be completed and submitted by the end of the summer, and used as the focal point for discussion at our first meeting in the fall quarter.

A provisional assessment tool will be established and ready for 'beta testing' by team members by the middle of the fall quarter.

The tool will be revised and ready for campus-wide implementation for the winter quarter.

## ICC Criteria Assignments:

Team Member	ICC Criteria
R. Dickson	<ul style="list-style-type: none"> <li>• Create and test models</li> <li>• Estimate and predict outcomes based on underlying principles relative to a particular discipline</li> <li>• Apply qualitative and quantitative analysis</li> </ul>
C. Lee-Wheat	<ul style="list-style-type: none"> <li>• Estimate and predict outcomes based on underlying principles relative to a particular discipline</li> <li>• Apply qualitative and quantitative analysis</li> <li>• Adapt ideas and methods to new situations</li> </ul>
H. Liu	<ul style="list-style-type: none"> <li>• Apply qualitative and quantitative analysis</li> <li>• Adapt ideas and methods to new situations</li> <li>• Utilize symbols and symbolic systems</li> </ul>
P. McNulty	<ul style="list-style-type: none"> <li>• Adapt ideas and methods to new situations</li> <li>• Utilize symbols and symbolic systems</li> <li>• Analyze arguments</li> </ul>
M. Pape	<ul style="list-style-type: none"> <li>• Utilize symbols and symbolic systems</li> <li>• Analyze arguments</li> <li>• Evaluate ideas</li> </ul>
T. Ramirez	<ul style="list-style-type: none"> <li>• Analyze arguments</li> <li>• Evaluate ideas</li> <li>• Verify the reasonableness of conclusions</li> </ul>
B. Stockwell	<ul style="list-style-type: none"> <li>• Evaluate ideas</li> <li>• Verify the reasonableness of conclusions</li> <li>• Empathize with differing perspectives</li> </ul>
S. Malatesta	<ul style="list-style-type: none"> <li>• Verify the reasonableness of conclusions</li> </ul>

	<ul style="list-style-type: none"> <li>• Empathize with differing perspectives</li> <li>• Explore alternatives</li> </ul>
M. Cruz	<ul style="list-style-type: none"> <li>• Empathize with differing perspectives</li> <li>• Explore alternatives</li> <li>• Interpret literary, artistic, and scientific works</li> </ul>
C. Lam	<ul style="list-style-type: none"> <li>• Explore alternatives</li> <li>• Interpret literary, artistic, and scientific works</li> <li>• Create and test models</li> </ul>
K. Weisner	<ul style="list-style-type: none"> <li>• Interpret literary, artistic, and scientific works</li> <li>• Create and test models</li> <li>• Estimate and predict outcomes based on underlying principles relative to a particular discipline</li> </ul>
S. Lisha	<ul style="list-style-type: none"> <li>• Create and test models</li> <li>• Estimate and predict outcomes based on underlying principles relative to a particular discipline</li> <li>• Apply qualitative and quantitative analysis</li> </ul>